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ABSTRACT

The Appalachian Adult Education Center has developed a method of planning the expansion of library services to disadvantaged adults. Preplanning activities include assessing community needs and resources, assessing the resources of the library, and selecting and inviting the people to attend the planning session. The planning session itself should include composing a clear statement of purpose, reviewing community needs and problems and current library programs, and defining program objectives, activities, and responsibilities. The plan which results shoud contain these items and such information as the arrangements made with other agencies, budget and costs, a time schedule, and assignment of responsibility to specific individuals. Evaluation methods should include comparison of the library with existing standards and comparison of the program's accomplishments with its objectives, as well as a narrative record and statistics on the number of new library users. A list of libraries which have instituted such programs and a list of suggested readings are given. Appendixes include a preplanning information chart, a checklist of library resources, a sample community survey, an agenda for the planning session, and an example of a plan developed for the Wilmington (Ohio) Public Library. (LS)

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LIBRARY SERVICE GUIDE

Appalachian Adult Education Center

PLANNING EXPANDED LIBRARY SE

FOR DISADVANTAGED ADULT

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LIBRARY SERVICE GUIDES

PLANNING EXPANDED LIBRARY SERVICES

FOR DISADVANTAGED ADULTS

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APPALACHIAN ADULT EDUCATION CENTER

Public Library Training Institutes
Library Service Guide No. 9

PLANNING EXPANDED LIBRARY SERVICES FOR DISADVANTAGED ADULTS

by

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May, 1973

Preface

This guide is one of a series on library services to disadvantaged adults. The purpose of the series is to explo alternative ways public lib aries can expand services to this special group.

Each guide attempts to recognize the differences among public library budgets, staff size and training, and t differences among the communities libraries serve. Each guide deals with a particular service and, where possible, sugge several alternative ways the library can provide that service to disadvantaged adults. The library, then, can and shou further adapt the suggestions to fit the resources and needs of its local community.

The guides combine (1) a thorough search of the library literature; (2) the knowledge of professional librarians, w wrote many of the guides and evaluated the entire series; and (3) the experience of the Appalachian Adult Educati Center (AAEC) in designing interagency educational programs for disadvantaged adults.

The AAEC has worked with state, regional, and local public libraries in seven states in projects funded by the Bure of Libraries and Learning Resources of the U.S. Office of Education. In one project, four urban and three rural cente demonstrated ways public libraries and adult basic education programs could improve their services to disadvantaged adu by coordinating efforts in reader guidance, recruitment, library orientation, community referral, and in the selection, u and delivery of materials. The AAEC also conducted institutes in local public libraries in seven states in designing a implementing library services for disadvantaged adults.

Work on those and other projects led to three conclusions, upon which the guides are based: (1) that undereducat adults need information and services to help solve problems; (2) that the public library can meet those needs throu adjustments in procedures and interagency cooperation; and (3) that the materials and services required for disadvantag adults are useful and useable to all adults.

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DEFINITION OF TERMS

Coping skills — the abilities to (1) recognize that a problem may include an information need; (2) locate the needed information in the community; (3) process the information; and (4) apply the information toward a solution of the problem.

Disadvantaged adult — anyone 16 or older who reads below the tenth grade level, or whose family income is below poverty level

Evaluation — the process of measuring progress against goals and objectives as a program proceeds.

Goals — broad, long-range statements that express the desires and aspirations of the community. One goal might be to provide quality library service to all groups in the community.

Objectives — short, specific targets that serve as steps toward a goal. One objective might be to develop a special collection of coping skills materials for disadvantaged adults.

Planning — a method of identifying community needs, assigning priorities, setting goals, and designing objectives, activities, and evaluation procedures to meet the goals.

Planning

Planning is a tool which saves time and energy. It sets priorities, defines goals and objectives, and provides a time schedule. It charts your course beforehand so you have a better chance of arriving where you want to go. Programs that are not well planned tend to lack firm direction, and to wither and die in the face of everyday obstacles. Planning is very important, but it should never be used as a substitute for action. The library must carefully plan for future services, while continuing to offer its present quality of services at the same time.

Preplanning

When a library decides to expand its services, it must examine three areas: (1) community needs, (2) its own resources to do the job, and (3) how its new services will fit in with the services being provided by other agencies and institutions in the community. The following questions must be answered before effective planning can begin:

Who will do the planning?

What does the community need?

What other agencies in the community are working with disadvantaged adults?

What is the library doing now?

What resources are available, in staffs, materials, facilities, and dollars?

A Planning Method

The Appalachian Adult Education Center has developed a method of planning the

expansion of library services to special publics. The method, described below, has evolved over several years of work with public libraries, adult education programs, and other community organizations in developing cooperative services for disadvantaged adults. It has been used successfully in both small and large libraries, in both urban and rural areas. The important features of the method are:

* *planning by the entire library staff and board, with representatives from community groups, agencies, and organizations*
* *a review of community needs and resources*
* *an intensive two-day planning session conducted according to a planned agenda, and*
* *a written work agreement listing the participants, needs, objectives, activities, those responsible, and knowledge needs agreed upon in the two-day meeting*

This Guide

This guide suggests ways the library can begin to plan for expanding its services to disadvantaged adults. The guide is divided into the following sections:

(1) BEFORE THE PLANNING SESSION

(2) THE PLANNING SESSION

(3) THE PLAN

(4) EVALUATION

(5) WHAT OTHER LIBRARIES HAVE DONE

(5) SUGGESTED READINGS

Forms which may be used in the planning process appear in the Appendixes.

BEFORE THE PLANNING SESSION

There are three important steps the librar must take before convening a meeting plan expanded services for disadvantage adults:

(1) *assessing community needs and resources,*

(2) *assessing library resources, and*

(3) *inviting participants to a planning session.*

Assessing Community Needs and Resources

Assessments do two important things. Firs they give the planners an objective look a community needs; and second, the acquaint the planners with the resources th community has to meet those needs Analyzing the information in the assessmen allows the planners to see where services ar needed, where they are duplicating thei efforts, and where they could coordinat their efforts to provide better and fulle services to the community.

There are several ways to do assessments from extensive surveys and interviews t simple lists of community statistics an services. The former can be time-consumin and expensive, but if the library can affor it, it is usually worth the effort in th information, support, and publicity it bring the library. The library will have to decid how extensive an assessment to do, but a least some assessment will be necessary fo the planning.

Many libraries have successfully used th form in Appendix A, **Preplanning Information for Expanding Services fo Disadvantaged Adults.**

Completing the form is not too demanding on the librarian's time, but, when completed, it does provide enough information on the community so that planning can begin. This information should be shared with all those who are helping the library in planning. Enough copies should be made to pass out to all the participants in the planning session.

Assessing Library Resources

In addition to an objective look at community needs and resources, the library should also take an objective look at its own services and resources before the planning session.

Make a list of the services you are now offering, and duplicate this list, too, for all the planning session participants. Most of them will be unaware of the range of library materials and services already available for their use and for the use of their disadvantaged clients.

A close look at the list will show what groups the library is serving well now, and what resources it has available to serve presently unserved groups.

The form in Appendix B, **Checklist of Library Resources**, can be used for this purpose.

Inviting the Planners

All groups in the community who are in any way concerned with education or services for disadvantaged adults should be represented at the planning session, including the library's board of trustees, the entire library staff, and representatives from the disadvantaged community. Potential clients, community organizations, the board, and the library staff will contribute more resources, cooperation, and enthusiasm to the new programs if they have had a voice in the planning.

The ideas of disadvantaged clients themselves may be the most valuable. Ask some of the agency representatives who are coming to also invite their clients who would be willing and able to speak for the disadvantaged community at the planning meeting.

Here are suggestions for persons to be invited to participate in the planning session in both rural and urban areas. Your community may not have all these representatives, and may have others who should also be included.

Suggested Participants for a Planning Session in a Rural Area

+ head librarian
+ library staff including: all librarians, bookmobile librarians, clerks
+ library trustees
+ regional librarian
+ ABE area supervisor
+ local ABE director
+ ABE teachers
+ ABE graduates and students
+ ABE teacher aides
+ superintendent of schools
+ Board of Education member
+ welfare representative
+ managers of local business and industry

+ personnel representatives from local business and industry
+ Employment Security representative
+ Laubach Literacy representative
+ Council on Aging representative
+ director, area vocational school
+ Expanded Food and Nutrition aides
+ volunteer organization representatives:
  ACTION
  VISTA
  RSVP
+ Head Start director
+ health educator
+ adult work and training program representative
+ Education for Disadvantaged Youth (EDY) representative
+ Vocational Rehabilitation representative
+ Family Planning director
+ Community Action Agency director
+ Comprehensive Care representative
+ radio representative
+ TV representative
+ newspaper representative
+ Senior Citizens representative
+ ministers
+ home economist
+ union representative
+ federal program officer
+ Planning Commission representative
+ visiting health nurse
+ Cooperative Extension representative
+ mayor
+ county court representative
+ day care representative

Suggested Participants for a Planning Session in an Urban Area

+ head librarian
+ library staff, including:
  all adult services librarians
  all branch librarians
  clerks working at main desk
  bookmobile librarians
+ library trustees
+ local ABE director
+ ABE teachers
+ ABE graduates and students
+ ABE teacher aide(s)
+ learning center coordinator
+ ABE counselor
+ Family Planning representative
+ director, Recreation Department
+ newspaper representative
+ radio representative
+ TV representative
+ college or university staff: Adult and Continuing Education Department
  Library Science Department
+ community education director
+ Health Department representative
+ Senior Citizens representative
+ Laubach Literacy representative
+ Community Action Agency director
+ Head Start director
+ director, Salvation Army
+ Tenants Rights representative
+ Child Care director
+ minister(s)
+ welfare representative
+ Vocational Rehabilitation representative
+ Planning Commission representative
+ union representative

+ personnel director for business and industry
+ representatives from Ethnic or Cultural Identity Center
+ Urban League representative
+ OIC representative
+ volunteer organization representatives:
  ACTION
  VISTA
  RSVP
+ vocational school director
+ Employment Security representative
+ Food and Nutrition Program director

To attract as many of those representatives as possible, the library should extend its invitations to the representatives by letter, telephone, or in personal visits, explaining

+ the purpose of the meeting: to plan expanded library services for disadvantaged adults, in cooperation with other community organizations;

+ the purpose of cooperation: to use available resources efficiently and effectively, to avoid duplication, and to fill gaps in services.

The librarian should also ask the invitees to be thinking about the kinds of library services they believe are needed by the disadvantaged adults with whom they come in contact, and about how the library and their organization could work together to meet those needs. Perhaps the representatives could find out from their clients what kinds of information and services they need most. The forms in Appendix C, **Community Needs Assessment: Sample Questionnaire for Agency Heads, and Sample Community Survey for Community Residents**, can be used as guides in talking with community representatives about community needs.

The librarian should extend the invitations far enough in advance of the planning session date so invitees can arrange their schedules to be free for the meeting. Make sure they understand that the meeting will probably require two full days—one for looking at community needs and resources, and the second for outlining a plan to meet some of those needs using the community resources represented at the planning session. The planners really need to be present for the entire two days, but if this is impossible, it is better that they be there at least part of the time than not at all.

THE PLANNING SESSION

The planning session is an organized bu informal meeting of the library staff an board and representatives of othe community agencies. The planning sessio gives everyone an opportunity to shar information about their common concern and to arrive at a cooperative plan of action The planning session agenda should include

(1) a statement of the purpose of the meeting

(2) introduction of all the participants in the meeting

(3) a discussion of community needs

(4) a review of current community programs

(5) a review of current library programs

(6) setting of objectives, activities, responsibilities, and knowledge needs

Statement of Purpose

The librarian should assume the leadershi role in the planning session, and should ope the meeting with a clear statement of it purpose: to plan for the expansion of library services to the disadvantaged adults in th community, with the help of the othe agencies represented at the planning meeting.

Since the librarian cannot safely assume a this point that every participant understand the purpose of the meeting, s/he should explain the purpose clearly and completely

	and should outline the agenda for the two days. This introduction should include a brief review of some of the problems of the disadvantaged which require specialized services. While most of of the participants will be familiar with the problems and characteristics of their disadvantaged clients, some may not. It is good to be sure everyone starts with the same understanding of the purpose of the meeting. The review also serves to draw attention to the clients rather than to the organizations represented.
Introduction of Participants	Have the participants introduce themselves and identify the organizations they represent. Ask them to wait to describe their services, however, until after the discussion of community needs. The delay will make it easier for the group to see which community needs are being met by their organizations and which are not.
Discussion of Community Needs	The librarian should then move to a discussion of community needs, starting with the census and other information compiled and distributed to the group. The planning participants, if encouraged, will then describe the specific neighborhoods in which they work and the groups they serve. They will also describe needs for services, and problem areas such as transportation, health, and education. This discussion will bring home the generalization of disadvantagement, and will point to the need for interagency cooperation as the participants become increasingly aware of the efforts, resources, and problems of each neighborhood and agency.
Review of Current Community Problems	After the discussion of community needs ask each agency representative to briefly describe his or her agency and job. Often people who are providing services to the same groups are unaware of each other's services.
Review of Current Library Programs	The library staff should also review its current services which would be useful to disadvantaged adults. Most of the participants will not be aware of the library's range of materials and services and will be pleasantly surprised to learn about them. A printed handout listing and describing the library's current services would be helpful. This look at present library services will set the stage for ideas from the group on what additional library services are needed for the people they serve, such as needed information, bookmobile stops, meeting rooms, films, speakers, and more. At this point the librarian and the group can begin talking together about how the library could begin to expand its services to the disadvantaged adults in the community.
Setting Objectives, Activities, Responsibilities and Knowledge Needs	The kinds of needed service objectives the library might undertake to expand its services to disadvantaged adults will begin to develop as community needs and resources are discussed. The planners can then outline their ideas in specific objectives, including their commitments for cooperation, specific activities for meeting each objective, the persons responsible for accomplishing each task, and the knowledge needs of those responsible.

There is danger in planning either too much or too little. The librarian probably has a general idea of what can be done, but s/he should be wary of either underestimating staff productivity or overestimating the threat of security problems. Both miscalculations have unnecessarily cancelled many needed services. It is equally unwise to undertake a program which the library cannot realistically deliver. The program would not only be a failure from the library's point of view, but would constitute one more broken promise to the disadvantaged community. It would reinforce what they already thought was true; the library has nothing for them.

During the planning session, a member of the library staff should record ideas, suggestions, and recommended objectives. This written record will become the document from which formal objectives will be written. It is also helpful to outline specific objectives on a chart pad or blackboard for the participants to see.

To guard against misunderstandings, the librarian should summarize from written notes the events of the session and the commitments made by the group. Participants in planning sessions are generally very enthusiastic about what they have learned and have been able to contribute.

Apendix D, **Agenda for the Two-Day Planning Session**, gives more suggestions for the moderator on conducting the planning session.

THE PLAN

The written plan which comes out of the planning session is a working tool to be kept on the librarian's desk for everyday use. It need not be a formal document, but one to be used and changed as the program proceeds. A complete sample written work plan appears in Appendix E, **Sample Written Work Plan: Training Plans for the Wilmington Public Library, Wilmington, Ohio.**

Copies of the completed plan should be sent to all those who participated in the planning session, and to all those who were invited but did not come. Those who were there should be asked to respond to the written plan, so any misunderstandings can be corrected early. Although it is committed to writing at this point, the plan should remain flexible and open to new ideas for cooperation and expanded services.

The main parts of the written plan are:

1. *a list of participants in planning;*
2. *a summary of community needs;*
3. *a list of objectives, including activities for meeting each objective, arrangements with other agencies, dollars committed, time schedule, persons responsible for each activity, and knowledge needs of those responsible.*

List of Participants in Planning

A list of all the participants, their titles, and the agencies they represent is helpful for future reference. As the program proceeds, it might be necessary to contact various agencies for help and advice. The original planners are valuable resource persons.

Summary of Community Needs

A statement about disadvantagement in the community and community needs, as discussed in the planning session, including the important statistics uncovered, sets the stage for the plans to follow, and clarifies the real purpose of the meeting and the planning.

List of Service Objectives

The objectives are statements which express the library's planned actions for expanding services to disadvantaged adults. They should be assigned priority ratings in case of future setbacks in staff and funding. Some examples of objectives might be:

(1) to assess and expand the library's collection of coping skills materials,

(2) to reroute the bookmobile to include new stops in disadvantaged neighborhoods,

(3) to rearrange service hours to allow usage by those with long working hours,

(4) to coordinate with other agencies providing services to the disadvantaged,

(5) to provide specially designed library services to recent high school dropouts.

Activities for Meeting Each Objective

Objectives are met by outlining specifi activities which must be carried out t accomplish them, that is, by dividing th objective into manageable, chronologica steps. The list of activities to meet th objectives provides a road map for th participants to follow. The completion o each activity lets the librarian know th status of the program. If an activity bog down, the librarian can decide whether t take action to complete it or to abandon it Even well-planned activities occasionall must be abandoned because of unanticipate constraints: staff shortages, budget cuts lack of space, patron disapproval, or lack o response. If the planners had assigned a hig priority to the objective, more economica alternative activities or methods might b developed.

Arrangements with Other Agencies

The plan should also show any cooperativ arrangements made with other agencies such as contributions or sharing of facilities staff time, funds, and other resources.

Dollars Committed

Expanding library services t disadvantaged adults may cost money. Th librarian and the board of trustees wil decide what amount can be allocated fo these services. The plan should show th dollars budgeted for staff time, materials equipment, facilities, and bookmobil services.

Since budgets and staff time do not suddenl grow concurrently with new service needs the present use of time and money need careful review for possible reallocation. I the budget is set, the librarian must mak

Time Schedule

decisions on what can and cannot be accomplished with the resources available. What the library tries first should be in line with its priorities.

The plan should show a schedule for accomplishing the objectives and activities. The schedule will be the best estimate of the library staff and planners. As the program progresses, the time schedule will probably need to be adjusted again and again, but having target dates will help guide the program. Common sense and experience should always be the first considerations in scheduling the work. Failure to meet deadlines is not disastrous except when premature promises have been made to the library's clientele.

Persons Responsible for Each Activity

Each activity of the library's plan to expand services to disadvantaged adults should be assigned to a staff member. The plan itself should show the names of staff members so that responsibilities are clear. Staff members assigned to provide person-to-person services to disadvantaged adults should be those who understand the special information needs of the disadvantaged and are skilled in reader advisory services. If the library does not have enough staff to carry out the planned program, the plan should show how many people are needed and the qualifications and responsibilities of each. Some activities may have to be postponed until enough staff or volunteers are recruited and trained.

Knowledge Needs of those Responsible

As activities are designed for providi services to disadvantaged adults, t knowledge needs for accomplishing ea activity—what the person who is responsib for the activity needs to know to be able accomplish the task—should be identifi and incorporated into the plan. Knowled needs can range from an understanding disadvantagement itself to what kinds films are of interest to the patron grou Special training is sometimes required new programs. The librarian should explo the availability of training with libra schools, the state library, the st department of education, the local board education, and community colleges. T board of education may offer programs training adult basic education teache which the library staff might attend.

EVALUATION

Evaluation must be more than somethin you do at the end of the program to prov that you did the job. It must be a continuou process of measuring progress against th objectives of the program and makin adjustments to fit the changing needs o clients and staff. Progress checks should b made throughout the program to try to solv problems before they become disasters.

Effective planning provides for flexibility i the program; nothing is inalterably fixed a time schedule and no procedure inflexible. An effective, workable plannin system is based on common sense, be judgments, and real people. Evaluatio should stress clients, staff, service program, and facilities. The clients' patrons' needs are the focus of the entir planning process. Providing for these need requires the support systems of staf services, programs, and facilities. Th evaluation process provides checks on eac of these systems separately and on all them together.

There are several checks the library can us to judge how well it is doing the job it set o to do:

(1) externally set standards for adequa library service

(2) accomplishment of objectives

(3) the number of new library users fro the target group, and

(4) anecdotal records from new users about the impact of the services on their lives

Externally Set Standards

Most states have their own standards for library services, and the American Library Association also has standards which may be applicable. Each library should try to meet the standards adopted by its state as it provides services to disadvantaged adults. The plan should specify what standards will be adopted for the program.

Accomplishment of Objectives

The plan should include how the accomplishment of the goals and objectives will be measured. As each activity is completed, it can be checked off. For some activities, more thorough documentation might be helpful. The library might want a record of new titles added, where it provided deposit collections, what books the disadvantaged adults read, which bookmobile stops attracted users, and which films were popular. It is a good idea to keep a record of how much staff time was required to accomplish each objective, changes made in the program, which methods worked and which failed, what problems were encountered and how they were dealt with. The record might be included in the quarterly or annual report of the library. These records are extremely valuable to those who want to replicate the program. Usefulness should be the guide in record keeping. Some records are necessary for determining costs, and can be used to justify continuation. Too many records simply take time and files and are of no particular use.

The goals should be kept distinct from the objectives in assessing progress. Some objectives turn out to be quite different in impact from what was intended. The goal of expanding services to disadvantaged adults should be more important than the completion of the objectives.

Number of New Library Users from the Target Group

One indicator of the success of the program is the number of new users of the library. Disadvantaged adults are difficult to reach and serve, so the number of new users is a significant measure of success. The plan should state the methods the library will use to identify new users. Some possible methods are records compiled from:

+ issuing special borrowers cards, coded so the library staff can identify them
+ recruitment of new users through other agencies, such as adult basic education
+ bookmobile circulation records from disadvantaged neighborhoods
+ numbers of users of deposit collections in social service agencies, nursing homes, jails etc.

The number of new users is convincing evidence of the value of a program, and should be reported to the board of trustees for budget justification. But success should be measured in terms of how many disadvantaged adults knowingly use library services, rather than how many bodies go through the library door. The experiences of some libraries indicate that some groups may be making important use of library services, through outreach services, though rarely or never visiting the library.

Anecdotal Records

The library staff may choose to keep anecdotal records about disadvantaged adults who use services The plan should state how this will be done. Some librarians jot down the things users tell them, such as how they used the library to help solve problems with children, budgeting, or homemaking, or how the information provided by the library helped them get a job. Though structured interviews can be used to obtain anecdotal records, informal conversations with patrons are often more informative because of the relaxed atmosphere.

Anecdotal records can be very valuable measures of the success of a program. Librarians should be listening to their patrons for clues about the value of the services to them and for suggestions for improvement. Opinions are data, too, and as they accumulate, they become a powerful tool for justifying the program.

WHAT OTHER LIBRARIES HAVE DONE

Librarians interested in writing to or visiting other libraries that have planned the expansion of library services to disadvantaged adults might contact the ones listed below. These are the 79 public libraries that participated in the AAEC's library institute series for expanding services to disadvantaged adults. All of these libraries used the planning session techniques described in this guide.

Alabama

Choctaw County Public Library
Butler, Alabama

Friedman Library
Tuscaloosa, Alabama

Huntsville Public Library
Huntsville, Alabama

Liles Memorial Library
Anniston, Alabama

Macon County Tuskegee Library
Tuskegee, Alabama

Washington County Public Library
Chatom, Alabama

Wheeler Basin Regional Library
Decatur, Alabama

Georgia	Albany-Daughtery Public Library Albany, Georgia
	Atlanta Public Library Atlanta, Georgia
	Augusta Richmond Library Augusta, Georgia
	Brunswick Public Library Brunswick, Georgia
	Kinchafoonee Regional Library Dawson, Georgia
	Lake Lanier Regional Library Lawrenceville, Georgia
	Savannah Public and Chatham Effingham Liberty Regional Library Savannah, Georgia
	South Georgia Regional Library Valdosta, Georgia
	Statesboro Regional Library Statesboro, Georgia
	Tri-County Regional Library Rome, Georgia
Kentucky	Ashland Public Library Ashland, Kentucky
	Barren County Public Library Glasgow, Kentucky
	Boone County Public Library Florence, Kentucky
	Breathitt County Public Library Jackson, Kentucky
	Greenup County Public Library Greenup, Kentucky
	Henderson County Public Library Henderson, Kentucky
	Jackson County Public Library McKee, Kentucky
	Johnson County Public Library Paintsville, Kentucky
	Leslie County Public Library Hyden, Kentucky
	Letcher County Public Library Whitesburg, Kentucky
	Lexington Public Library Lexington, Kentucky
	Owensboro-Daviess County Public Library Owensboro, Kentucky
	Paducah Public Library Paducah, Kentucky

Mississippi	Paul Sawyier Public Library Frankfort, Kentucky
	Rowan County Public Library Morehead, Kentucky
	Withers-Jessamine County Public Library Nicholasville, Kentucky
	Booneville Public Library Booneville, Mississippi
	Carnegie Public Library Clarksdale, Mississippi
	Copiah-Jefferson Regional Library Hazelhurst, Mississippi
	Holmes County Public Library Durant, Mississippi
	Jackson Metropolitan Library Jackson, Mississippi
	Tunica County Public Library Tunica, Mississippi
Ohio	Columbus Public Library Columbus, Ohio
	Green County District Library Xenia, Ohio
South Carolina	Pike County Free Public Library Waverly, Ohio
	Toldeo-Lucas County Public Library Toldeo, Ohio
	Washington County Public Library Marietta, Ohio
	Anderson County Library Anderson, South Carolina
	Cherokee County Library Gaffney, South Carolina
	Chesterfield County Library Chesterfield, South Carolina
	Horry County Library Conway, South Carolina
	Pickins County Library Easley, South Carolina
	York County Library Rock Hill, South Carolina
Tennessee	Clinton Public Library Clinton, Tennessee
	Crockett County Library Alamo, Tennessee

	E. G. Fisher Public Library Athens, Tennessee		Mary H. Weir Public Library Weirton, West Virginia
	Jackson-Madison County Public Library Jackson, Tennessee		Ohio County Public Library Wheeling, West Virginia
	Lawrence County Public Library Lawrenceburg, Tennessee		Parkersburg and Wood County Public Library Parkersburg, West Virginia
	Mayne Williams Public Library Johnson City, Tennessee		Raleigh County Public Library Beckley, West Virginia
	Nashville Public Library Nashville, Tennessee		Stonewall Jackson Regional Library Buckhannon, West Virginia
	Putnam County Public Library Cookeville, Tennessee		
	Stokely Memorial Library Newport, Tennessee		
West Virginia	Alpha Regional Library Spencer, West Virginia		
	Craft Memorial Library Bluefield, West Virginia		
	Delbarton Center Library Delbarton, West Virginia		
	Fayette County Public Library Fayetteville, West Virginia		
	Kanawha County Public Library Charleston, West Virginia		

SUGGESTED READINGS

These five sources were helpful in preparin this guide and are recommended to tho who want more information.

1. Bewley, L.M., "The Public Library an the Planning Agency," ALA Bulleti September 1967, pp. 968-974.

2. Ewing, D.W., The Practice of Plannin New York, Harper & Row, 1968, 201 pp

3. Fisher, J.A., "Financial Planning in t Small Public Library," Pamplet No. 18 the American Library Association Sm Libraries Project, Chicago, ALA, 1969, pp.

4. Frantz. J., "The Small Public Library Its Establishment, Organization an Development," Pamphlet No. 2 in t American Library Association Sm Libraries Project, Chicago. ALA, 1963, pp.

5. Sinclair, D., Administration of the Sm Public Library, Chicago, ALA, 1965, pp.

Preplanning Information
for
Expanding Services for Disadvantaged Adults

STATE _____ **TOWN** _____ **DATE** _____

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Source of Information	Fill in Here
A. Population Statistics	How many people in your service area?	1970 U.S. Census State Departments of Education School Boards	_____
	Age of population No. of children 0-18 years No. of adults 18-64 No. of adults 65+		_____ _____ _____
B. Educational Levels of Population	Percent and number of out-of-school adults over 16 who have less than 8 years of schooling	1970 U.S. Census, or Area Supervisor of Adult Basic Education	% _____ No. _____
	Percent and number of out-of school adults over 16 who have less than 12 years of schooling		% _____ No. _____

Area of Information	Information to Include	Source of Information	Fill in Here
C. Economic Levels of Population	Percent of families whose income is $3,000 or below	1970 U.S. Census Employment Security	% _____
	Median Income Family Per Capita	Welfare agencies Community Action Programs	_____ _____ _____
	Percent of unemployment of adults over 16		% _____
	What are the chief employers for your service area?	Employment Security Mayor's Office Local Planning Commission Community Action Program	NAME/KIND OF WO PRESENTLY _____ _____ _____ _____ _____ NEW _____ _____ _____ _____ _____ _____

Area of Information	Information to Include	Source of Information	
D. National and racial background of population	Give percent of racial and national groups which make up the population of your service area	1970 U.S. Census City, County, or Area Supervisor of Adult Basic Education NAACP	White Black Non Eng Speak Indian Oriental Other
E. Geographic area you serve	Square miles		
F. Annual Income of the library	Total cash	Head Librarian	
G. Library card holders		Head Librarian	
H. Educational offerings in community for disadvantaged	List of adult basic education and other educational activities available to your service area	City or County Supervisor of Adult Education Community Action Program Public Schools Private Schools Area Vocational Schools Bureau of Rehabilitation Services	KIND/SI

on	Information to Include	Source of Information	Fill in Here
racial of	Give percent of racial and national groups which make up the population of your service area	1970 U.S. Census City, County, or Area Supervisor of Adult Basic Education NAACP	CITY / COUNTY White ____ ____ Black ____ ____ Non English-Speaking ____ ____ Indian ____ ____ Oriental ____ ____ Other ____ ____
a you serve	Square miles		____
e of the	Total cash	Head Librarian	____
olders		Head Librarian	____
fferings in for d	List of adult basic education and other educational activities available to your service area	City or County Supervisor of Adult Education Community Action Program Public Schools Private Schools Area Vocational Schools Bureau of Rehabilitation Services	KIND/SITE/NO. ENROLLED ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Area of Information	Information to Include	Source of Information	Fill in Here
		MDTA (Manpower Development Training Act)	
		WIN (Work Incentive)	
		NYC (Neighborhood Youth Corps)	
		CEP (Concentrated Employment Programs)	
		New Careers Program	
		Voluntary Groups	
I. Other Community services available to disadvantaged adults	List of community services available to disadvantaged adults	Health Department	SERVICE/AGENC
		Welfare Department	
		Social Security	
		Community Action Programs	
		Comprehensive Care	
		Food & Nutrition Services	
		Child Care Programs	
		Housing Authorities	
		Voluntary Groups	
		Planning Commission	
		Mental Health	
		Family Planning Clinic	
		Radio Stations	
		Newspapers	
		Senior Citizens	
		Home Demonstration Agent	
		Agricultural Extension Agent	

Area of Information	Information to Include	Source of Information	Fill in Here
J. Information and referral services available	Is there a central source of community agency and organization in your community	United Fund Public Library Planning Commission Comprehensive Health Care	

Additional Information

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
Revised October, 1974

Appendix B: CHECKLIST OF LIBRARY RESOURCES

Library: _____

City: _____ State: _____

Service Area (city, county, multi-county):

_____

_____

HOURS OPEN:

Central Library: Hours: _____

Days: _____

Branch Library or Libraries:

Branch:	Hours:	Days:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STAFF:

Total Number of Library Staff: _____

_____

Number of Staff Members Assigned to Each Category:

Adult Services: _____
Children's Services: _____
Bookmobile: _____
Technical Processing: _____
Outreach: _____
Other: (list) _____

_____

MATERIALS:

Total Volumes (approximate number)

_____

_____

Does the Collection Contain:

Hardbacks	__Yes	__No
Paperbacks	__Yes	__No
Pamphlets	__Yes	__No
Films	__Yes	__No
Records	__Yes	__No
Tapes	__Yes	__No
Pictures	__Yes	__No
Slides	__Yes	__No
Other (Specify)	__Yes	__No

_____

DELIVERY OF MATERIALS, SERVICES, AND INFORM-ATION

Bookmobile: __Yes __No

Number of Bookmobiles: _____
Hours Run: _____
Days Run: _____
Frequency of Round: _____
Stops Per Week: _____
Location os Stops: _____
Schools: __Yes __No
Community: __Yes __No
Homes: __Yes __No
Others: (list) _____

Outreach Programs: __Yes __No

If yes, indicate type of program _____

_____

_____

Community Information and Referral Service: __Yes __No
Adult Class In Library: __Yes __No
Telephone Reference: __Yes __No
Deposit Collections: __Yes __No
Tutorial Services: __Yes __No
Children's Story Hour: __Yes __No
Film Program: __Yes __No
Cultural Program: __Yes __No
Speakers Service: __Yes __No

FACILITY:

Speakers Service: __Yes __No
Adult and Juvenile Nonfiction Interfiled: __Yes __No
Interlibrary Loan:
Number of Interlibrary Loans Per Month _____

Community Meeting Room: __Yes __N
Separate Media Listening Area: __Yes __N
Separate Reading Area: __Yes __N
Learning Center Area: __Yes __N
Auitorium: __Yes __N
Other: _____

_____

_____

SAMPLE COMMUNITY SURVEY
FOR
COMMUNITY RESIDENTS

Your _____ Public Library wants to give you the kind of books, paperbacks and pamphlets that y
to have records, films, filmstrips, and tapes that you want to use.

1. Check the kinds of information you would like to have.

- ☐ How to find, get and keep a job
- ☐ How to get along with your family
- ☐ How to get along with your children
- ☐ How to stay healthy
- ☐ How to buy on credit
- ☐ How not to get cheated
- ☐ How to get help if you need it
- ☐ How to get more education
- ☐ How to get insurance
- ☐ How to use spare time
- ☐ How to get along with friend
- ☐ How to move to another tow
- ☐ Understanding yourself
- ☐ Taxes
- ☐ How to solve your transport
- ☐ What happens as you get old
- ☐ Other _____

2. Who would you go to *first* to get information on how to solve your problems? Check one:

- ☐ Family
- ☐ Friends
- ☐ Public Library
- ☐ Minister
- ☐ Another Office
- ☐ Other _____

3. In your opinion, are there many adults in your neighborhood who do not have high school diplomas? C

- ☐ A few
- ☐ Some
- ☐ More than half
- ☐ Many

SAMPLE COMMUNITY SURVEY FOR COMMUNITY RESIDENTS

_____ Public Library wants to give you the kind of books, paperbacks and pamphlets that you want to read. We also want
rds, films, filmstrips, and tapes that you want to use.

he kinds of information you would like to have.

- ☐ w to find, get and keep a job
- ☐ w to get along with your family
- ☐ w to get along with your children
- ☐ w to stay healthy
- ☐ w to buy on credit
- ☐ w not to get cheated
- ☐ w to get help if you need it
- ☐ w to get more education
- ☐ w to get insurance
- ☐ How to use spare time
- ☐ How to get along with friends and neighbors
- ☐ How to move to another town
- ☐ Understanding yourself
- ☐ Taxes
- ☐ How to solve your transportation problems
- ☐ What happens as you get older
- ☐ Other _____

_____

uld you go to *first* to get information on how to solve your problems? Check one:

- ☐ mily
- ☐ ends
- ☐ blic Library
- ☐ Minister
- ☐ Another Office
- ☐ Other _____

pinion, are there many adults in your neighborhood who do not have high school diplomas? Check one.

- ☐ ew
- ☐ ne
- ☐ More than half
- ☐ Many

COMMUNITY NEEDS ASSESSMENT
SAMPLE QUESTIONNAIRE FOR AGENCY HEADS

The _____ Public Library is planning expansion of services to disadvantaged adults. We n
the information, service and materials needs of this priority service group. Please fill out this questionnai
convenience. Thank you for your cooperation.

Agency: _____ Name: _____ Date: _

1. What proportion of those you serve are disadvantaged adults? (We define disadvantaged adults as anyon
of school with less than a high school education, or whose income is below a poverty index.) Please che

☐ None ☐ Quarter ☐ Half ☐ Almost all ☐ All

2. List three subjects about which you think your clients need information. The AAEC's *Coping Skills Ca*
Need for Disadvantaged Adults can be used as a checklist of subjects.

3. List or include samples of informational materials your group distributes that could become part of the

4. The following is a list of library services that exist now or could be developed. Please check those that w
work or to your disadvantaged adult clients.

☐ 1. Library tours and orientation to the library

☐ 2. Pamphlets delivered to your agency on subjects of interest to your clients

☐ 3. Community room in the library available for meetings or classes

☐ 4. Adult book talks on topics of interest to your clients

☐ 5. Easy to read books adult problems

☐ 6. Small collections of community

☐ 7. Other _____

_____

The _____ Public Library would like to be of service to you and your clients.

Please call _____ at _____
Name Number

COMMUNITY NEEDS ASSESSMENT
SAMPLE QUESTIONNAIRE FOR AGENCY HEADS

_____ Public Library is planning expansion of services to disadvantaged adults. We need your help in identifying ion, service and materials needs of this priority service group. Please fill out this questionnaire and return at your earliest Thank you for your cooperation.

Agency: _____ Name: _____ Date: _____

pportion of those you serve are disadvantaged adults? (We define disadvantaged adults as anyone 16 years or older who is out l with less than a high school education, or whose income is below a poverty index.) Please check one.

☐ None ☐ Quarter ☐ Half ☐ Almost all ☐ All

e subjects about which you think your clients need information. The AAEC's *Coping Skills Categories: Areas of Information Disadvantaged Adults* can be used as a checklist of subjects.

nclude samples of informational materials your group distributes that could become part of the library's collection.

owing is a list of library services that exist now or could be developed. Please check those that would be useful to you in your to your disadvantaged adult clients.

☐ Library tours and orientation to the library

☐ Pamphlets delivered to your agency on subjects of interest to your clients

☐ Community room in the library available for meetings or classes

☐ Adult book talks on topics of interest to your clients

☐ 5. Easy to read books and paperbacks about adult problems

☐ 6. Small collections of library materials in the community

☐ 7. Other

_____

_____

_____ Public Library would like to be of service to you and your clients.

_____ at _____

Name Number

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
October, 1974

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Appendix D

AGENDA FOR A TWO-DAY PLANNING SESSION FOR EXPANDING PUBLIC LIBRARY SERVICES TO DISADVANTAGED ADULTS

The following is an outline for conducting a planning session for the expansion of public library services to disadvantaged adults. The same format could be used, with adjustments, by (1) other public service agencies serving the disadvantaged; and (2) public libraries designing services for other publics such as the elderly, the handicapped, or young adults. The agenda is intended as a guide for the moderator of the planning session, who should use it flexibly, remembering that the overall purpose of a planning session is to get the participants to talk about their community and its information and service needs, and to outline how they can work together to meet those needs. The moderator should reveiw this agenda before the planning session, and proceed in this order.

THE FIRST DAY

Step 1. Welcome the participants. Carefully explain the purpose of the meeting. Be sure they know exactly why they are there. Tell them what you hope to end up with, with their help; a written plan for expanding services to the disadvantaged adults in the community.

Go over the agenda for the next two days. As new people come you'll need to go over it briefly again to let them know what you are doing.

Step 2. Get a list of all the participants. Be sure to get the correct spelling of their names, their titles, the name of the organization they represent, and its address and phone number.

Step 3 State the problem the meeting is trying to solve. Start by beginning to talk about the problems and characteristics of the disadvantaged adults in your community, and invite the participants to help you do this. Define *disadvantagement* as (1) less than high school, (2) low income, or (3) both Some points that should be made about disadvantagement are:

(a) disadvantaged adults need free, reliable information that is easy to get and easy to read or use. The library can meet those needs through its materials and services, and through working with other organizations in the community that are also concerned with the needs of disadvantaged adults.

(b) disadvantaged adults are people-oriented, not institution-oriented. They need personal contact with people who work with them. Most disadvantaged adults are not library users because they think libraries are just for the educated middle class. They need to be encouraged to use the library, and to be convinced that the library can help them.

(c) disadvantaged adults must rely on people they know for information because they are poor readers. They do not think about using the library to get information.

(d) The undereducated do not use print materials for information. They need easy to read illustrated materials, and help from some person in learning to use print materials to get information.

(e) Disadvantaged adults need information and help in finding the services they need in the community. The library can act as a referral agent between service agencies and disadvantaged adults through a community information and referral center.

(f) The poor cannot afford to buy their information.

(g) By serving disadvantaged adults, we are also reaching their children. Seeing their parents use the library for reading and information-seeking will encourage the children to read and to seek information also.

(h) Disadvantaged adults often don't have transportation, so they need outreach services.

(i) There are several groups of undereducated adults, who have varying needs. Some could and would use library services if they knew about them. Others need more personal attention and outreach services.

Step 4. Review community survey information. Distribute copies of the community survey form with the information you have compiled and go over the information item by item. Use the community information form to point out (a) the needs in the community, and (b) what resources presently exist in the community to meet those needs. Encourage the participants to talk about the needs of their disadvantaged clients. List these needs as they are mentioned anytime during the two days. You will use the list of

needs later in the planning process.

Step 5. Review agency resources available. Ask each agency representative to briefly describe the services their agency offers for disadvantaged adults. It is a good idea to find who can only be at the meeting for a short time and ask them to talk first. This step will acquaint the participants with each other's services and set the stage for planning cooperative efforts with the library.

Step 6. Review present library services for disadvantaged adults. Tell the group about the services and materials you now have that would be useful to disadvantaged adults, and about the materials and services you offer that would be useful to those present in their work with disadvantaged adults. It is a good idea to distribute a printed list of these services.

Step 7. Read to the group the list of community needs you have compiled during the discussion. Explain that you will use the list the following day in planning objectives and activities to meet some of those needs.

THE SECOND DAY

Step 1. Review the first day's activities and answer any questions about the previous session.

Step 2. Ask new participants to introduce themselves and to briefly talk about what they do and their view of community needs.

Step 3. Explain that the group will now begin actually developing objectives. Each objective will be developed in the following way as the group decides:

(a) what it would like to do
(b) the goal of the objective
(c) the activities to accomplish the objective
(d) the people who will be responsible for each activity
(e) what each person responsible will need to know to fulfill his or her responsibilities
(f) documentation which might help the library explain its services to the board of trustees or to other funding sources

Step 4. Start developing one objective, using the process described in step 3. Start with a non-controversial objective. If possible, write the objective on a chart pad for everyone to see.

Step 5. Read over that objective, activities, staff assignments, knowledge needs, and documentation, and answer any questions.

Step 6. Develop another objective. Still stay away from objectives that are too mechanical or too controversial.

Step 7. Develop controversial objectives, ones that require real change and evidence of commitment to expanding services to disadvantaged adults.

Step 8. Finish developing objectives, ending with the mechanical ones to release tension of controversial objectives.

Step 9. Read back all objectives, activities, staff assignments, knowledge needs, and documentation to make sure you have heard correctly what they have agreed to do. Any time new people join the group, read over what has been done to that point to remind and reinforce. Refer to the chart pad.

Step 10. Explain that you will write up the objectives in a work statement and send it to them for their approval and for the approval of the library board.

Here are some suggestions that may help you as the group's leader.

1. Be positive. Point out how much libraries have to offer the disadvantaged, and the values of interagency cooperation in serving the disadvantaged.

2. Be persuasive. Advocate services for the disadvantaged. Some members of the group may need to be persuaded that the disadvantaged adults in the community do need and deserve special attention in planning and implementing services.

3. Point up service gaps politely but firmly, based on the community survey of needs and resources.

4. Reinforce positively the existing services which do reach out to the disadvantaged people in the community.

5. Be persistent in efforts to point out possible alternative ways to serve disadvantaged adults through existing community resources.

6. Expect some resistance to expansion and cooperation, but don't let your discouragement show.

7. Explain the fast pace you are setting if you appear to be rushing. Objectives, activities, staff assignments, and knowledge needs have to be developed in only two days.

It is possible that upon review the group will decide not to undertake expanded cooperative services at this time. Other priorities and pressures may be too strong at the present, but leave the door open for future efforts to expand services to the disadvantaged. Give yourself and them a non-threatening chance to change minds if you meet with resistance. You may be able to use this experience to try again at some future time.

Expanding Services for Disadvantaged Adults
in
Clinton County

TRAINING PLANS

FOR

THE WILMINGTON PUBLIC LIBRARY

WILMINGTON, OHIO

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

January 21-22, 1975

The following service goals were developed by the Wilmington, Blanchester, and Sabina Public Libraries staffs and friends in cooperation with the Ohio State Library and the Appalachian Adult Education Center (AAEC), Morehead State University, Morehead, Kentucky. This project has the support of the Ohio State Library and of the U. S. Office of Education Office of Libraries and Learning Resources (HEA Title IIb, both demonstration and training grants).

The following people helped in the planning:

Jane Arthur	Secretary, Clinton County Council on Aging; and Member, Five-County Board, Council on Aging. (Also Volunteer Tutor for the Mentally Retarded at the High School)
The Rev. William Arthur	Education for Disadvantaged Youth Program, Community Action Council
The Rev. Larry Barker	Friends Church
Jane Bate	Director, Blanchester Public Library
Barbara Bayless	Board of Education
Carlton Binkley	Secondary and Adult Education Supervisor, Clinton County Schools
Linda Brockaway	SWORL Secretary (Southwestern Ohio Rural Libraries Council)
Josephine Brown	Adult Services, Welfare
Barbara Burnett	Bookmobile Librarian, Wilmington Public Library
Sgt. William Burns	Wilmington Police Department
Pat Cross	Senior Library Assistant Wilmington Public Library
Martha Derby	Assistant ABE Teacher
Ann Drennan	AAEC

Mary Lou Ertel	ABE Teacher
Janet Esmail	Childrens Librarian, Wilmington Public Library
Francie Fernberg	Senior Library Assistant Wilmington Public Library
Martha Jo Gregory	Senior Library Assistant Wilmington Public Library
Carol Harrington	Guest, Community Action Council
Bobbi Helterbran	Library Assistant, Wilmington Public Library
Mary Katheryn Hilberg	Trustee, Wilmington Public Library
Mary Hillerby	Community Action Council
Anne Hinkley	Director, Head Start
Jon Kelton	Director, Wilmington Public Library
Delores Lehr	Family Planning
David Luse	Staff Development Specialist Ohio State Library
Viktoria McCulley	Neighborhood Service Center Community Action Council
Linda McKay	Wee Welcome Day Care
Wilma Nared	Neighborhood Service Center Community Action Council
Carol Naylor	Bookmobile Librarian Wilmington Public Library
Betty Nevels	Social Worker, Head Start
Don Osborn	Sheriff, Clinton County
Muriel Pellegrino	Bookmobile Librarian Wilmington Public Library
Alice Phelps	Social Worker, Day Care
Esther Rader	Senior Library Assistant Wilmington Public Library
Mercedes Roby	Director, Adult Work and Training Program, Community Action Council

Susan K. Schmidt	Librarian, AAEC
Chip Sites	Counselor, Lake Cowan Enterprise Vocational Rehabilitation Center
Joyce Smith	Director, Sabina Public Library
Bob Sollars	Personnel Director, Cincinnati Milicron
Jerry Thomas	Trustee, Wilmington Public Libra
Linda Waddle	Director, Smith House for Mentally Retarded Women
Jeff Walters	Social Services, Welfare
Joyce Williamson	Nurse, Public Health Department

It was pointed out that the service area of the Wilmington Public Library is hard to pin down. It is really a municipal library, but its bookmobile serves the unincorporated areas of the county. The severity of the need of the actual and potential patronage of the Wilmington Public Library is similarly difficult to define. More than one out of every three adults in the county have less than a high school education. Most people who leave school before high school completion must rely upon others to interpret some or all of the print they meet in their every-day lives.

Weak academic skills are often associated with poverty. Ten percent of the families in the city and in the county have incomes below the poverty level. A 1974 University of Michigan fifty-state economic study found that families living below the poverty level are presently spending fifty percent of their incomes on food. One-fourth of poverty level families are spending an additional twenty percent of their income on transportation. That leaves thirty percent

for shelter, clothing, and medical care. It was noted that one third of county residents do not have phones.

Since the county did not have an office of employment security at the time of the planning meeting, unemployment rate could only be estimated at 5.3 percent. At one time depression level was defined as five percent unemployment. Mr. Sollars predicted a worsening of this situation until summer and then a gradual easing.

Based upon the current great education, information, and economic needs in Clinton County, the following service goals were formulated by the community planning group.

Goals for Expanding Services to Disadvantaged Adults

OBJECTIVE 1: To expand library services to institutions.

Activities:

1. The library director will review with the sheriff criteria for selecting materials for the county jail.
2. The library director will also contact the chief of police about initiating similar services in the city jail. Criteria for materials selection will also be agreed upon with him.
3. The library staff will assess the materials presently available at the county (and hopefully city) jail(s).
4. A library staff member will contact the directors of:
   (a) rest homes
   (b) Quaker Apartments
   (c) Wilmington House
   (d) Children's Home
   (e) Welfare Office

   (f) Vocational Rehabilitation (to overcome the restrictions that the library architecture presents to the physically handicapped)
   (g) the Auditorium at the Court House
   (h) it was suggested that doctors' offices also should be considered to see if they are interested in deposit collections, but it was decided that this would strain the resources of the library in time and collections. With those who express an interest, possible subjects and titles will be discussed.
5. The library will establish small deposit collections of low-cost materials--especially pamphlets, paperbacks, and soft-cover books at the jail(s), and the other interested institutions.
6. Each agency will designate a contact person to work with the library. The contact person will notify the library of needed materials and will keep the collection in at least modest order.
7. The collections will be serviced frequently--at least once a month and more frequently if possible.

Goals: To move library services to county residents who cannot come to the services.

Knowledge Needs:

1. The ALA and other recommendations for core collections for correctional institutions, including Survey of Library and Information Problems in Correctional Institutions, by Marjorie LeDonne, January, 1974, which includes recommendations for a core collection. 3 vols. Institute of Library Research, University of California at Berkeley, 94720.
2. AAEC library service guide on interagency cooperation (in preparation).
3. AAEC library service guide on deposit collections.
4. AAEC library service guide on services to the elderly.
5. AAEC library service guide on services to the institutionalized (in preparation).

OBJECTIVE 2: To review and to expand the coping skills materials available.

Activities:

1. Ms. Bate and Mr. Kelton will solicit community advice on needed topics from:

   (a) agency personnel

   (b) agency clients

   Need coping skills areas defined by the planning group include:

   (1) consumer information

   (2) how to find, get, and keep a job

   (3) checking accounts

   (4) very easily read adult materials for the mentally retarded

   (5) legal materials

   (6) black history

   (7) self-understanding

   (8) living with mental illness

   (9) crime prevention

   (10) child-rearing

   (11) large print materials

2. The collections (including pamphlets) will be assessed in the needed topic areas to locate:

   (a) adult and usable juvenile titles

   (b) weak and missing areas

3. Easily read and used materials will be acquired in weak and missing areas.

   (a) for reasons of economy, there will be a concentration on print--especially pamphlets, soft-cover books, and paperbacks.

   (b) some nonprint will be considered, particularly in topics for which there seems to be a strong need and interest.

   (c) local, state, and federal agencies will be approached for free materials.

   (d) other materials will be ordered.

4. The coping skills materials will be reorganized in the Wilmington Library and on the bookmobile. Materials will be labelled by coping skills category and displayed face-up.

5. Magazine and paperback exchanges will be started in the libraries and on the bookmobile. Vocational Rehabilitation will supply used magazines from their monthly paper drive. The post office will be asked for undeliverable magazines.

6. Books which are weeded from the Wilmington Library will be distributed to homes by the Neighborhood Service Center.

Goal: To provide for Clinton County residents materials to aid in everyday problem-solving in a form in which they can be used.

Knowledge Needs:

1. AAEC library service guide of materials selection.

2. The AAEC-prepared ALA list of materials in the coping skills area (in preparation). Also the AAEC Tennessee and Georgia lists.

3. The first of the New Readers Press Readers Development Series.

4. The AAEC library service guide on community assessment.

5. The AAEC library service guide on pamphlets.

6. The AAEC library service guide on exchanges (in preparation).

OBJECTIVE 3: To develop public information and referral services to supplement existing services.

Activities:

1. The library director will attend the Social Services Luncheon the last Friday of each month at the Denver House. He will arrange to present the developing library information and referral services to the group.

2. The clients of Lake Cowan Enterprises will type the Community Action Council social services directory on masters and duplicate the needed quantity (100 was suggested) with paper provided by the Community Action Council. The directory will be indexed by service rather than by agency.

3. The library board and director will explore assigning a staff member full time to information and referral.

4. The staff member will work closely with the Neighborhood Service Center, Welfare, the Council on Aging, the Health Department, and the Sheriff's Office to develop files. Most or all of these agencies already have files which can be combined. CAC and Welfare particularly will continue to cooperate on information-seeking.

5. Three-by-five card files will be developed for:

   (a) Wilmington Public Library

   (b) Blanchester Public Library

   (c) Community Action Council

   (d) Welfare

   Also, possibly:

   (e) Sabina Public Library

   (f) the bookmobile

6. Staff training will be provided for:

   (a) the library staffs

   (b) the agency staffs

The training will be offered at the awareness, interest, and trial levels.

   (1) At the awareness level, staff members will review the general need for information and referral services in Clinton County, receive an overview of the proposed services, and, if it seems to be needed, engage in some sensitizing experiences.

   (2) At the interest level, the staff members will receive orally and in print very specific alternative methods of offering information and referral services.

   (3) At the trial level, the staff members will engage in the new techniques either with supervision on the job, or through role-playing. It should not be assumed that staff members have a grasp of new techniques simply because they have been told or have read of them.

7. There will be an on-going public information campaign concerning the cooperative information and referral services through:

   (a) radio

   (b) television

   (c) newspapers

   (d) agency personnel

   (e) notes home from school (particularly effective from elementary school)

   (f) church bulletins

   (g) posters

   (h) an organized word-of-mouth campaign

8. For reasons of economy, only a random sample of the referrals will be followed up each week to ascertain whether or not the services are effective. (The Detroit Library recommends following up on every referral. That big library follows up on all 10,000 referrals each month.)

9. The information and referral services will only be available initially during library hours (which are longer than agency hours). A rule of twenty-four hour turn-around will be adhered to as nearly as possible--that is, all questions will be answered within twenty-four hours.

10. The library will apply for LSCA funds as seed money for the first year to establish the coordinated public information center.

Goal: To develop an expectation on the part of Clinton County residents for public information services through the public library which meet their crises, other short-term, and long-term information needs.

Knowledge Needs:

1. The AAEC library service guide on public information centers (in preparation).

2. In addition to the guide, "The Library as a Community Information and Referral Center," the following materials will supplement it:

   An Easter Seal Guide to the Organization and Operation of an Information and Referral and Follow-up Program. National Easter Seal Society for Crippled Children and Adults. 2023 West Ogden Avenue, Chicago, Illinois, 60612. ($1.00)

   InterStudy, Minneapolis, Minnesota. Information and Referral Services Series. Free from Administration on Aging, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, DC, 20201, and through ERIC: ED051-836, ED055 632-640.

   National Standards, Information and Referral. United Way of America, 801 Fairfax Street, Alexandria, Virginia, 22314.

   Getting Together a Peoples' Yellow Pages. Vocations for Social Change, 353 Broadway, Cambridge, MA, 02139, September, 1972. ($.50)

   Finally, for an overview of the library's role in I & R, see: "The Neighborhood Information Center," RQ, Vol. 13 (Summer, 1973), pp. 341-363.

3. The AAEC library service guide on recruiting disadvantaged adults to public services (in preparation).

4. The AAEC library service guide on making library services visible.

OBJECTIVE 4: To develop community discussions on crime prevention in Clinton County.

Activities:

1. The library will work with the Neighborhood Service Center, the Sheriff's Office, and the Wilmington Police Department to plan a discussion series for citizen awareness for crime prevention. It is suggested that the series revolve around two themes:

   (a) what causes crime

   (b) what prevents crime

2. The discussion sessions will be advertised on radio, television, and in newspapers and church bulletins.

3. The library will provide a display of materials on crime prevention.

4. It was suggested that the site for the discussion series move--the first meetings at a church buildin near the library; the last few at the library itsel

Goal: To create an understanding among Clinton County residents of the causes of crime and how to protect themselves from the occurrence of crime.

Knowledge Needs:

The staff of the Community Action Council has been investigating crime prevention programs in other communities for about two years. Other projects have take all available staff time. With library support of the CAC, the series can get underway.

OBJECTIVE 5: To develop formal and tutoring adult education in the Wilmington and Blanchester Libraries fo undereducated adults.

Activities:

1. Mr. Kelton and Mrs. Bate will contact Mr. Binkley for the provision of teachers and materials. It was suggested that, since at least 5,600 adults in Clinton County qualify for ABE/GED, additional programs be developed rather than moving the existing program from Laurel Oaks. Adults in the county could then attend adult education at the site nearest them.

2. The planning group will help the libraries recruit adult students. In addition, there will be a media campaign.

3. Additional tables will be acquired for the Wilmington Library, either through library or ABE funds, or from an interested church group.

4. The adult education program hours will be arranged at times convenient to both the potential clients and to the libraries. Programs may be held either during the day or during the evening.

5. The libraries and the ABE/GED staff of the Clinton Public Schools will work with the Community Action Council to develop Project LEARN (Let Every Adult Reach Now). This tutoring project will be able to provide tutors (a) to support adults enrolled in formal adult education who are beginning to read, (b) to teach adults whose schedules do not coincide with adult education program hours, (c) to teach adults not interested in formal adult education.

6. The library staff will work closely with the teachers of adults to incorporate public library services in the adult education program.

Goal: To increase the opportunities of undereducated adults in Clinton County to develop their basic skills and to learn to apply those skills to their everyday problems.

Knowledge Needs:

1. The AAEC library service guide in adult education in the library (in preparation).

2. The AAEC annual and site reports on coordinating adult education with public library services to disadvantaged adults.

OBJECTIVE 6: To provide library tours to a variety of undereducated adult client groups.

Activities:

1. The library will send a letter to appropriate agencies offering the service.

2. It will be suggested that where feasible, one client will be asked to solicit interest and/or problem areas from the other clients and get the list to the library two to three weeks before the planned tour.

3. The library will offer a highly personalized tour, demonstrating with the clients' interests areas how to use the library.

4. Care will be taken that transportation problems of the clients to the library are solved.

5. Agencies at the planning meeting which expressed an interest in the tours were:

   (a) Vocational Rehabilitation

   (b) Adult Education

   (c) Head Start Parents

Goal: To introduce library nonusers to the varied services of the libraries which might be of use to them.

Knowledge Needs:

The AAEC library service guide on conducting tours for disadvantaged adults.

OBJECTIVE 7: To develop a books-by-mail service for Clinton County.

Activities:

1. As a beginning, the requests of bookmobile users will be mailed out the next day, instead of waiting for the next bookmobile visit. This will not only improve bookmobile service, but also will alleviate time problems with interlibrary loans from Cincinnati.

2. As a second step, the library will advertise a telephone request service for the homebound. Homebound will be defined as (a) aged, (b) physically handicapped, (c) transportation-less, such as the mother of preschoolers in a one-car family.

3. As staff time allows, the service will be allowed to grow.

Goal: To make library services available to Clinton County residents who cannot otherwise use them.

Knowledge Needs:

1. The AAEC library service guide on books by mail.
2. The experiences of the states of Vermont and Washington, of Dodge City, Kansas, and of Bessie Sasser of Tuscaloosa, Alabama.

Other Community Needs

Another pressing need which was pointed out at the planning meeting, but which is not covered in the service goals that were developed, is the need for young adult programs and services.

APPALACHIAN ADULT EDUCATION CENTER STAFF

George Eyster	*Executive Director*
Susan Schmidt	*Professional Librarian*
Priscilla Gotsick	*Library Services Specialist*
Anne Shelby	*Staff Writer*
C. J. Bailey	*Training Specialist*
Sharon Moore	*Reading Specialist*
Ann Drennan	*Consultant*
Helen Montgomery	*Administrative Assistant*
Bonnie Hall	*IBM Composer Operator*

LIBRARY SERVICE GUIDES

1. Materials Selection for Disadvantaged Adults
2. Assessing Community Information and Service Needs
3. Using Pamphlets with Disadvantaged Adults
4. Deposit Collections of Special Materials for Disadvantaged Adults
5. Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults
6. Books By Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Library Services for Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Tours to the Library for Groups of Disadvantaged Adults
14. ABE—What Is It?
15. The Relationship of Disadvantagement to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Adult Education in the Library: ABE, GED, CLEP, and the Open University
18. Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults
19. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
20. Displaying Materials for Disadvantaged Adults
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Using Audiovisuals With Disadvantaged Adults
24. Expanding Library Services to th Institutionalized
25. Interagency Cooperation: The Publi Library and Agencies that Serv Disadvantaged Adults
26. Adjusting School Libraries for Use b Disadvantaged Adults
27. Speakers Bureaus for Disadvantage Adults
28. Maintaining Separate Collections o Library Materials for Disadvantage Adults
29. Client Participation in Expanding Librar Services to Disadvantaged Adults
30. The Role of the College Library in th Education of Disadvantaged Adults
31. Public Library Services to Youn Disadvantaged Adults
32. Working with Elected Officials to Expan Library Services to Disadvantaged Adul

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